

This is the prevention portion of the IASA Consolidated Application. To apply for Title IV – Safe and Drug Free Schools and Communities and State Chemical Abuse, LEAs must complete the Prevention Programmatic Questions (Form 1) and Building a Measurable Prevention Program (Form 2). Both forms describe compliance with the Principles of Effectiveness and must be completed for approval of the application.

It is recommended that the LEA print out directions and definitions from the ADE web-site before beginning the application process.

On-line Tips:

When entering data, a grants management process **times-out after one (1) hour per page**. Each page saved prior to that time will be available when re-entering the application. Pages do not save automatically. As a precaution, the pages in this application are short and saving is required before proceeding to the next page.

In order to save time when entering data, prepare the narrative questions in a word processing document before entering the system. For best results, cut and paste your prepared responses into the appropriate boxes by toggling the task bar of your saved word processing document. **Be prepared before going on-line in order not to lose unsaved data from timing out.**

If technical problems are encountered or you need assistance using the on-line system, contact the Grants Management office. Department phone numbers can be found on the Grants Management "Contacts" link from the homepage.

Form 1: Prevention Program Programmatic Questions consists of 1) Contact Information, 2) Prevention Program Progress, 3) Needs Assessment, and 4) Prevention Program Goal.

1) Contact Information: The contact information will be used for prevention program mailings.

2) Prevention Program Progress: a) State the LEA's approved 2000-2001 prevention program objectives, and b) Describe the progress made toward those objectives.

3) Needs Assessment Tools: a) Select the sources used to identify the needs of your population (e.g., school policy violation data, suspension and expulsion data, local crime rates), b) select the actual problem(s) identified from the needs assessment (e.g., fights on campus, gang activity, alcohol use, etc.).

4) Prevention Program Goal: State the broader result you plan to achieve with your 2001-2002 prevention program. Program goals should be based on the problems identified in the assessment. If more than one problem is identified, incorporate them into one goal.

Please fill out this section in its entirety, all questions are required unless otherwise stated.

This page contains required information regarding the applying LEA and Title IV contact. This page must be completed in its entirety unless otherwise stated.

Be certain to enter information as shown using commas, spaces, parenthesis etc.

District/Charter Title IV Contact Information.	
1	District/Charter Title IV Contact Name, Title
2	District/Charter Title IV Street Address
3	District/Charter City, State
4	District/Charter Zip Code +4
5	District/Charter Title IV Contact (Area Code) + Phone Number
6	District/Charter Title IV Contact (Area Code) + Fax Number
7	District/Charter Title IV Contact Email Address
If you are a consultant applying for a district or charter school, please complete this section. If not applicable, skip to question 9.	
8	Provide consultant name, agency, address, telephone, fax, and email.
Applying as a consortium	
9	Are you applying as a consortium for Title IV and State Chemical Abuse?
	<div>Yes</div> <div>No</div> <div><input type="radio"/></div> <div><input type="radio"/></div>
10	If yes, list all participating LEAs and CTD numbers.

This page contains questions pertinent to your LEAs Prevention Program Progress and Assessment. All questions must be answered unless otherwise specified. Questions 15 and 16 are multiple choice, so please select all options that are significant to your Needs Assessment. If 'other' is selected, there **must** be an explanation in the space provided.

Prevention Program Progress		
11	Is the LEA a first year applicant? (If yes, skip to Question 15)	<div>Yes</div> <div>No</div> <div><input type="radio"/></div> <div><input type="radio"/></div>
12	State the prevention program objectives as approved on your 2000-2001 IASA Consolidated Application.	<div></div>
13	Report progress made to date on your 2000-2001 objectives.	<div></div>
14	Explain how this information has been utilized to develop your 2001-2002 prevention program(s).	<div></div>
Needs Assessment (Identify Population Need)		
15	<p>What tools were used to assess the prevention needs of your population?</p> <p>If 'other' is selected, there must be an explanation in the space provided.</p> <p>(Note: items such as free and reduced lunch, poverty rates, single parent families, Stanford 9, student achievement, and literacy rate can NOT be sole indicators of need).</p>	<div><input type="checkbox"/> School policy violations data</div> <div><input type="checkbox"/> Suspension and expulsion data</div> <div><input type="checkbox"/> Attendance/truancy data</div> <div><input type="checkbox"/> Student questionnaire</div> <div><input type="checkbox"/> Parent questionnaire</div> <div><input type="checkbox"/> Teacher questionnaire</div> <div><input type="checkbox"/> Juvenile incident reports</div> <div><input type="checkbox"/> Local crime rates</div> <div><input type="checkbox"/> Community needs assessment</div> <div><input type="checkbox"/> Other <div></div></div>
16	<p>What problem(s) did the needs assessment identify?</p> <p>If 'other' is selected, there must be an explanation in the space provided.</p>	<div><input type="checkbox"/> Alcohol Use</div> <div><input type="checkbox"/> Drug Use</div> <div><input type="checkbox"/> Tobacco Use</div> <div><input type="checkbox"/> Bullying/Threats and Intimidation</div> <div><input type="checkbox"/> Weapons on Campus</div> <div><input type="checkbox"/> Fights on Campus</div> <div><input type="checkbox"/> Vandalism</div> <div><input type="checkbox"/> Gang Activity</div> <div><input type="checkbox"/> Other Violence on Campus</div> <div><input type="checkbox"/> Other <div></div></div>

17	Explain how this information was used for the planning of the 2001-2002 prevention program.	
Prevention Program Goal		
18	Based on the previous data, state your 2001-02 prevention program goal in one sentence.	

Form 2: Building a Measurable Prevention Program consists of: 1) Measurable Outcome Objectives; 2) Promising or Proven Effective Programs, Activities, and Strategies; and 3) Measuring the Outcome Objectives.

1) Measurable Outcome Objectives: Select and provide the details of how you intend to address the problems identified and incorporated in the goal statement by constructing specific outcome objectives for the 2001 – 2002 school year.

Outcome objectives define the specific target population, the desired change in attitude or behavior to be achieved, the desired direction of change (increase, decrease, or maintain), the extent of desired change, and the specific timeframe for the change.

To develop each measurable objective, answer questions 1-7. **Only one selection can be made per question** so it may be necessary to develop multiple objectives (up to six). For example, if two different target populations have been identified through the program needs assessment, then two separate objectives will need to be written even if the desired outcomes are the same.

2) Promising or Proven Effective Programs, Activities, and Strategies: Describe the programs, activities, and strategies to be utilized in order to achieve the objective. Up to five programs/activities/strategies may be employed to help achieve each objective. **The budget must reference these programs/activities/strategies.**

3) Measuring the Outcome Objectives: Identify how each objective will be measured. If another means of evaluation will be utilized (other than those listed) provide an explanation in the space provided.

When building your objective, only one selection can be made per question; it may be necessary to develop up to six objectives. For example, if two different target populations have been identified through the program needs assessment, then two separate objectives will need to be written even if the desired outcomes are the same.

Up to five programs/activities/strategies may be employed to help achieve each objective. Upon the completion of each objective, click **Save**. When all objectives have been written, select **"Continue to Application Submittal"** on left frame. This will take you to the **"Comprehensive Review"** which will allow you to view your application and budget in its entirety. If changes need to be made, hit the **Back** button on the Toolbar to return to application tree. Upon satisfactory completion of the application, select **"Submit to ADE"**

NOTE: Each written and saved objective is considered a page, therefore you will have up to one hour per objective before timing out!

Build Measurable Outcome Objectives. A measurable outcome objective has the following components: the target population, the desired change in attitude or behavior, the desired direction of change, the extent of change, and the specific timeframe for the change. Put these components together by answering questions 1-7 (one response per question).	
<p>1</p> <p>To help achieve your goal and as determined through your needs assessment, identify the TARGET POPULATION for this objective.</p> <p>If 'other' is selected, there must be an explanation in the space provided.</p>	<ul style="list-style-type: none"> <input type="radio"/> All students <input type="radio"/> At-risk students <input type="radio"/> Parents <input type="radio"/> Students referred by the courts <input type="radio"/> Students in before/after school programs <input type="radio"/> Students in alternative education <input type="radio"/> Elementary schools students <input type="radio"/> Middle school students <input type="radio"/> High school students <input type="radio"/> Specific grade(s) (proceed to Q2) <input type="radio"/> Other <input style="width: 100px;" type="text"/>
<p>2</p> <p>If you selected 'specific grade' above, identify grade(s). If you did NOT select 'specific grade', skip to Question 3.</p>	<input style="width: 150px;" type="text"/>
<p>3</p> <p>What will CHANGE within your target population?</p> <p>If 'other' is selected, there must be an explanation in the space provided.</p>	<ul style="list-style-type: none"> <input type="radio"/> Fights on campus <input type="radio"/> Bullying/threats and intimidation <input type="radio"/> Gang activity <input type="radio"/> Vandalism <input type="radio"/> Other violent activity on campus <input type="radio"/> Arrest rates <input type="radio"/> Truancy <input type="radio"/> Tobacco use <input type="radio"/> Alcohol and/or drug use <input type="radio"/> Other <input style="width: 100px;" type="text"/>

4	Select TYPE of change.	<div>Attitude</div> <input type="radio"/>	<div>Behavior</div> <input type="radio"/>	
5	Select DIRECTION of change.	<div>Increase</div> <input type="radio"/>	<div>Decrease</div> <input type="radio"/>	<div>Maintain</div> <input type="radio"/>
6	By HOW MUCH? (Indicate as a percentage or a number)	<input type="text"/>		
7	The change will OCCUR BY? (Month/Year)	<input type="text"/>		
8	Now that you have the necessary components, write your objective using the answers selected in Questions 1-7.	<input type="text"/>		
Promising or Proven Effective Programs, Activities, and Strategies (up to five may be employed to achieve the objective)				
9	Describe the Program/Activity/Strategy #1	<input type="text"/>		
10	Describe the Program/Activity/Strategy #2	<input type="text"/>		
11	Describe the Program/Activity/Strategy #3	<input type="text"/>		
12	Describe the Program/Activity/Strategy #4	<input type="text"/>		
13	Describe the Program/Activity/Strategy #5	<input type="text"/>		
Measure the Outcome Objective. After completion of question 14, click save before proceeding to the next objective.				
14	<p>How will this objective be measured?</p> <p>If 'other' is selected, there must be an explanation in the space provided.</p>	<div> <input type="checkbox"/> School policy violations data <input type="checkbox"/> Suspension and expulsion data <input type="checkbox"/> Truancy data <input type="checkbox"/> Attendance data <input type="checkbox"/> Student questionnaire <input type="checkbox"/> Parent questionnaire <input type="checkbox"/> Teacher questionnaire <input type="checkbox"/> Juvenile court referrals <input type="checkbox"/> Local crime rates <input type="checkbox"/> Community needs data <input type="checkbox"/> Other <input type="text"/> </div>		